

Home Reading

What does your child love to read?
Do you know?

What did you like to read as a child?

What are your fond memories of reading as a child?



Teaching Reading at OLMC

Phonics-Based Approach

Children begin learning to read by decoding words using Little Wandle Letters and sounds, building essential reading skills.

Skill Progression

As children advance, they blend words into sentences and practise expressive reading to enhance fluency.

Comprehension Development

Answering simple questions about texts helps children to improve their understanding and develop comprehension skills.

Supportive Interventions

Most children complete phonics by Year 1, with extra rapid catch-up sessions provided for those needing extra help.





Why is reading so important?

- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.
- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status
- There is a positive link between positive attitudes towards reading and scoring well on reading assessments
- Regularly reading stories or novels outside of school is associated with higher scores in reading assessments
- Evidence suggests that reading for pleasure is an activity that has emotional and social benefits.
- Other benefits to reading for pleasure include:
 - pleasure in reading in later life, increased general knowledge

National Curriculum Expectations

- By the time children reach year 3, they should be able to apply their knowledge of phonics to new words and they should be reading fluently. They should also be able to discuss books which they have read and be familiar with a range of different stories, including traditional tales.

10 ways to become a better reader...

1. Read 2. READ

3. Read 4. read

5. READ 6. Read

7. Read

8. read

9. Read 

10. READ



National Curriculum Expectations

By the time they leave year 4, children are expected to:



increase their familiarity with a wide range of texts, including fairy stories, myths and legends;



identify themes and conventions in a wide range of books;



retrieve and record information from non-fiction texts;



identify the main ideas from more than one paragraph and summarise them;



draw inferences about a character's thoughts, feelings or motives using evidence from the text;



check their understanding of new words and explain the meaning of them in context;

National Curriculum Expectations

By the time they leave year 4, children are expected to:



make predictions about what might happen from details stated or implied;



prepare poems and play scripts to read out loud and perform;



participate in discussions about books that are read to them and those they can read for themselves;



discuss words and phrases that capture the reader's interest and imagination;



ask questions to improve their understanding of a text.

National Curriculum Expectations

By the time children reach year 5, they should already be familiar with a wide range of text types, including fiction, non-fiction, plays, poetry and reference books.

Throughout year 5 and year 6, children will continue to develop comprehension skills which will ensure that they fully understand the text they're reading.

It is important to remember that not all children learn at the same speed. Some children may find certain areas of comprehension trickier than others.

The most important aspect to develop is an enjoyment of reading.

By the time they leave year 6, children are expected to:

- increase their familiarity with a wide range of books including myths, legends and fiction from our literary heritage;
- use stated or implied details to make predictions about what may happen next;
- recommend books to their peers;
- ☰ retrieve, record and present information from a non-fiction text;
- identify themes across a wide range of texts;
- make comparisons within and across books;
- distinguish between statements of fact and opinion;
- understand and explain the meaning of words in context;
- discuss and evaluate the author's choice of language;
- draw inferences from a text and provide reasoned justifications for their views;

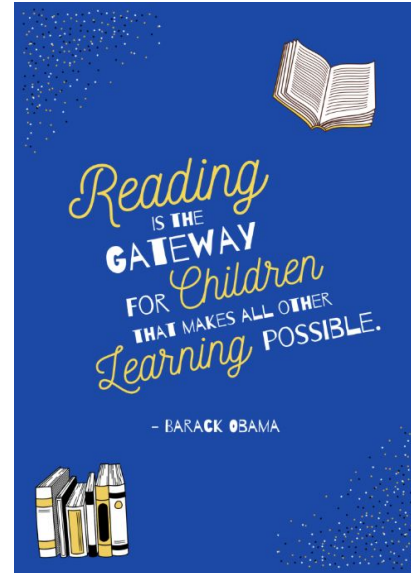
Reading at home with your child

Try to build this into your daily routine.

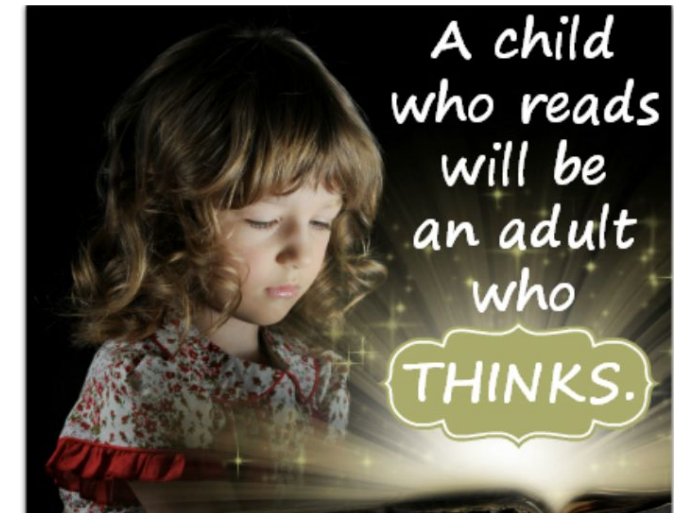
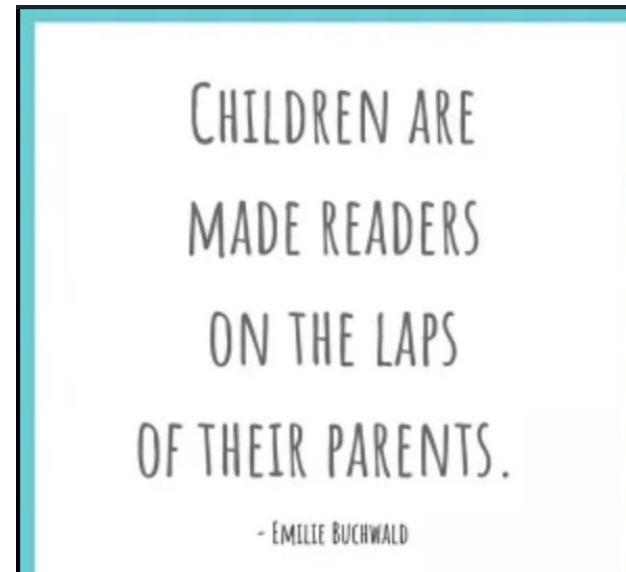
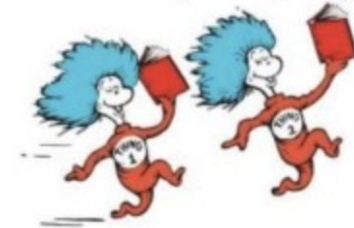
Make time for reading and show that it is important.

Reading is a gateway to new worlds. It opens the door to learning in every single subject and allows children to access their education with ease.

We need to give every child the opportunity to be a reader. To love books!



The MORE
that you read,
the MORE things
you will know.
The MORE that you
LEARN,
the MORE places you'll go.





Making Reading Enjoyable

Interactive Reading Games

Playing games related to stories makes reading more engaging and sparks children's interest in learning.

Variety of Reading Materials

Exploring comics, online articles, and reference books caters to individual interests and boosts motivation.

Shared Reading Experience

Reading together and choosing content you both enjoy fosters bonding and encourages a love of reading.

Fostering a Love for Reading

Diverse Reading Materials

Allow children access to a variety of reading materials, such as library books, recipes, or shopping lists, to spark interest.

Be a Reading Role Model

Demonstrate your own love for reading to set a positive example, showing that reading is enjoyable and valuable.

Shared Advanced Reading

Reading challenging books together helps build vocabulary and language skills in an enjoyable, shared way.



Enhancing Reading Together

Engage Through Questions

Asking questions while reading helps deepen your child's understanding and involvement with the text.

Share Enjoyment and Discoveries

Encourage your child to talk about what they enjoy, new facts they've learned, and their favourite story parts.

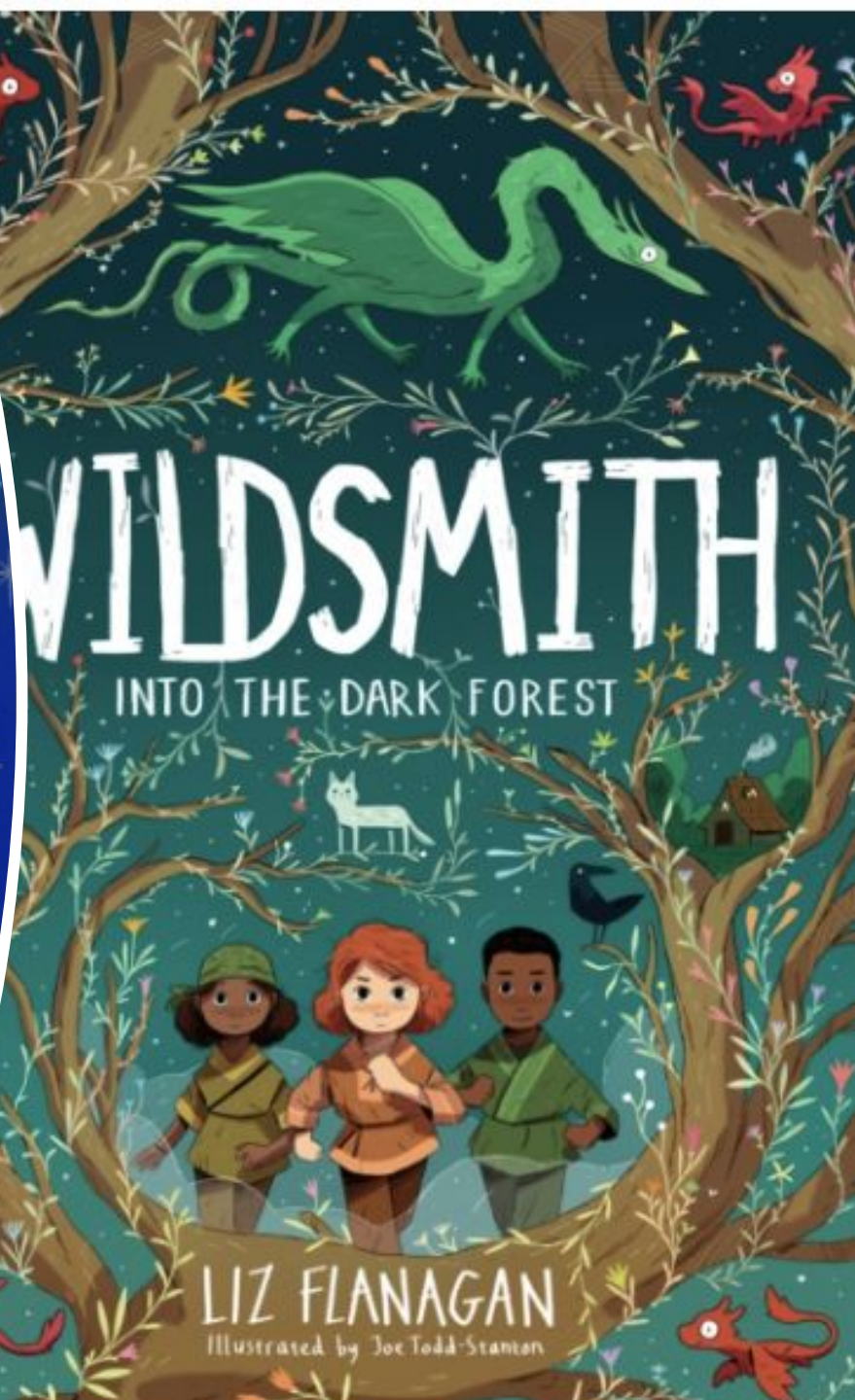
Foster Curiosity and Vocabulary

Discussing new words and ideas found in stories expands language skills and curiosity at home.



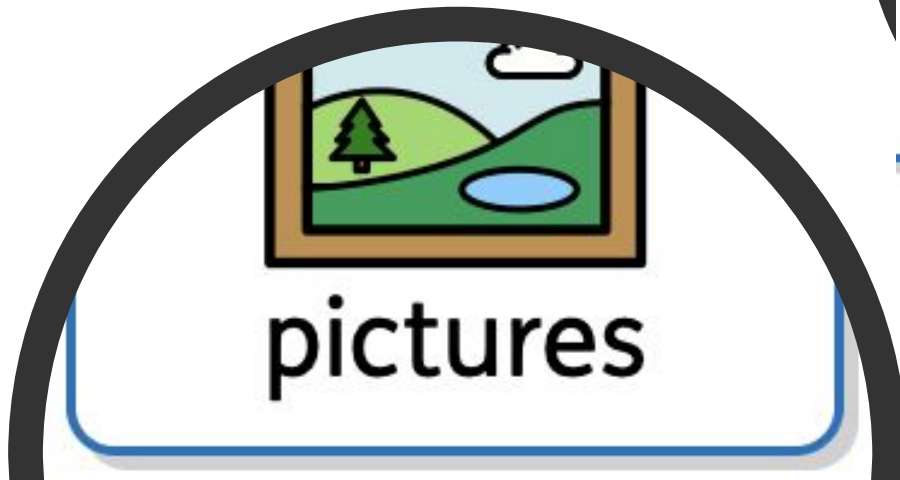
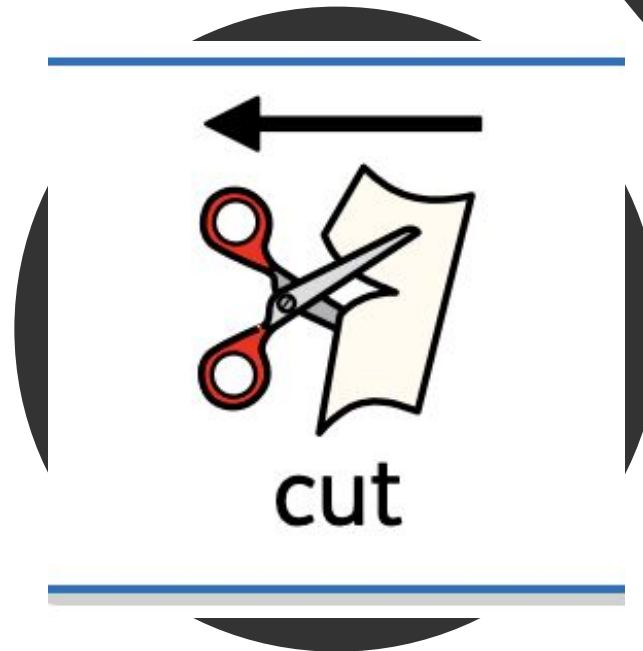
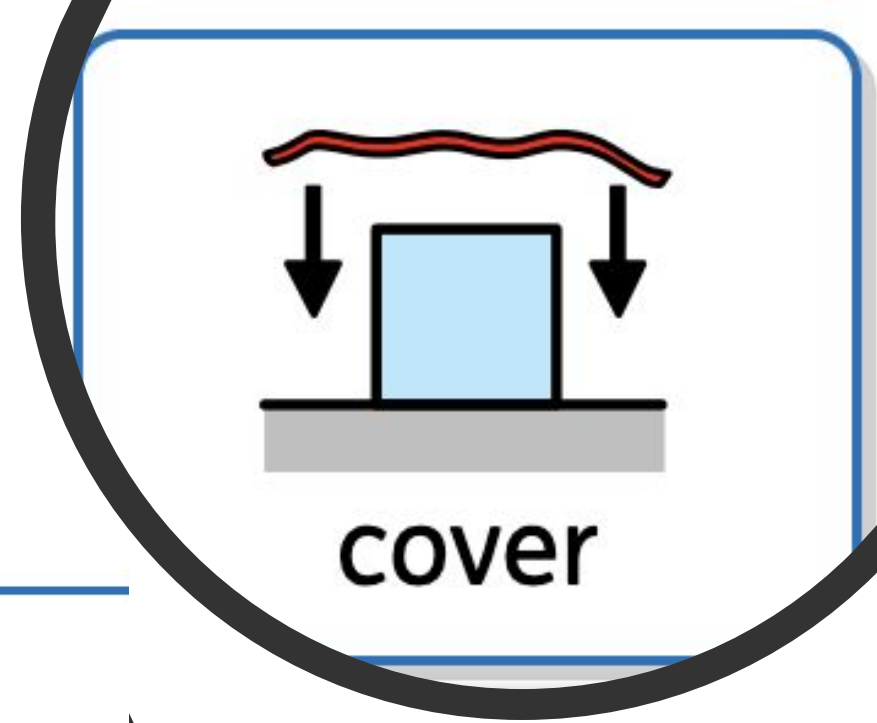
- Before Reading

- If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about. Make links to other books read with similar themes, the same characters and/or similar authors/illustrators. Give them time to flick through the book and read the blurb.

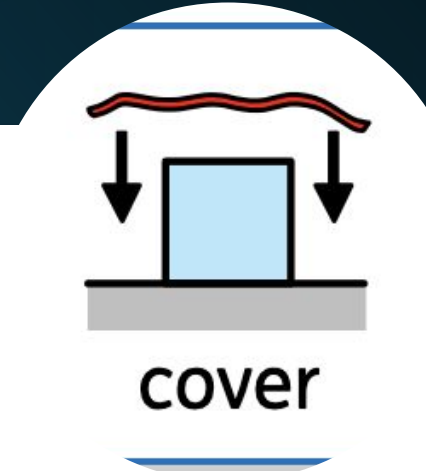
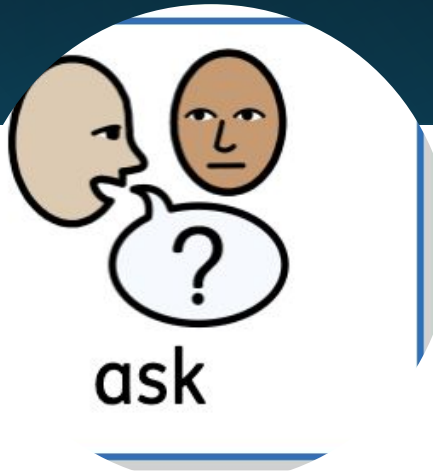


Decoding

- Cut the words into syllables
- Sound it out
- Cover the word and keep reading, then go back and work out what it could be.
- Use the pictures to help
- Looks for clues.

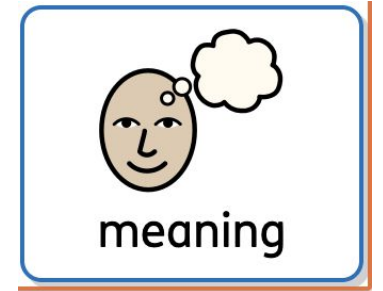


Reading for meaning



- Kung-fu – spot the word inside a word to help e.g enjoyment – joy – happiness
- Cover the word and read on to see if you can understand what you think it could mean
- Use the pictures to help with meaning.
- Ask your adult for help with a word.

Content Domains for reading at KS2



- **2a: Give/explain the meaning of words in context.**
- Content domain 2a is all about understanding the meaning of words in context.
- To help your child practise this content domain, try asking these questions when they're next reading.



What does this word tell us about the character/setting/atmosphere?



What does that imply/suggest/indicate about...?



What does this word/phrase mean?



The author has used the word to describe the main character. Can you think of a different word?

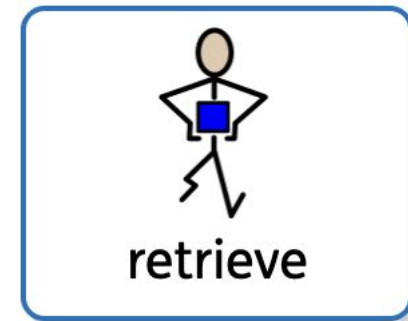


Can you find a word in this paragraph which means the same as ?

Content Domain 2b

- **2b: Retrieve and record information/identify key details from fiction and non-fiction.**
- Content domain 2a is all about understanding the meaning of words in context.
- To help your child practise this content domain, try asking these questions when they're next reading.

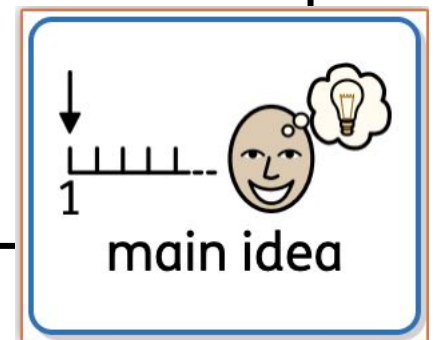
- Where is the story set?
- Where did go?
- What did do when ?
- Which paragraph tells you ?
- Who are the key characters in the book?



Content Domain 2c

- **2c: Summarise main ideas from more than one paragraph.**
- Content domain 2c is all about summarising the main ideas or events in a text. To help your child practise this content domain, try asking these questions when they're next reading.

- What is the main theme/argument in this paragraph?
- Can you describe what happened in this paragraph/chapter?
- Using less than 20 words, can you write a new blurb for this book?
- Can you remind me about ?
- What moment do you remember most from ?



Content Domain 2



justify

- **2d: Make inferences from the text/explain and justify inferences with evidence from the text.**

- Content domain 2d is all about making inferences and justifying them using evidence from the text. To help your child practise this content domain, try asking these questions when they're next reading.

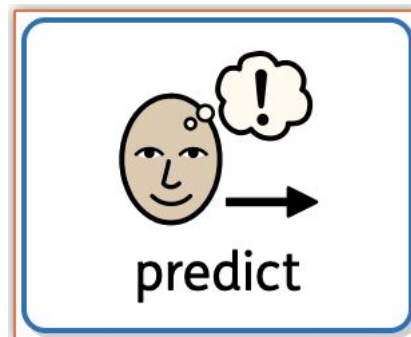


evidence

- Why did the character behave like that?
- What do they seem to think about each other?
- What does _____ think? How do you know?
- What makes you think _____? Can you find evidence to support that?
- What do you think will happen to the main character now? Can you give a reason for your answer?

Content Domain 2e

- **2e: Predict what might happen from details stated and implied.**
- Content domain 2e is all about making predictions. To help your child practise this content domain, try asking these questions when they're next reading.



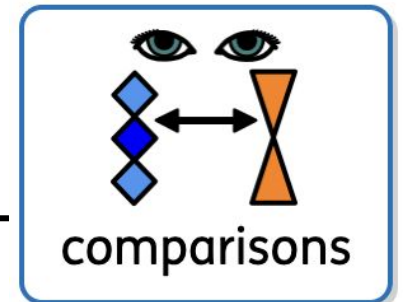
- What do you think is going to happen next?
- What do you think is likely to happen when _____ ?
- Do you think the author has another plan for _____ ?
- Based on what you know about the character/event, how do you think the story will develop next?
- Do you think the character will change their behaviour in the future? What evidence can you find to support your answer?

Content Domain 2f & 2h

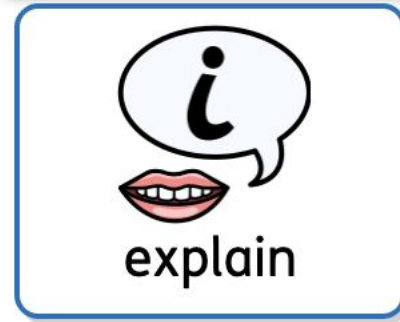
- **2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole. 2h: Make comparisons within the text.**

Content domain 2f and 2h are all about making comparisons within the text and commenting on how the content of a text contributes to the meaning. To help your child practise this content domain, try asking these questions when they're next reading.

- ❑ How does the layout help you to understand the text?
- ❑ Compare one character to another. How are they different or similar?
- ❑ How has the character changed during the text?
- ❑ What was the most effective/thought-provoking moment of the story?
- ❑ Look at the section titled . Why has this been included in this text?

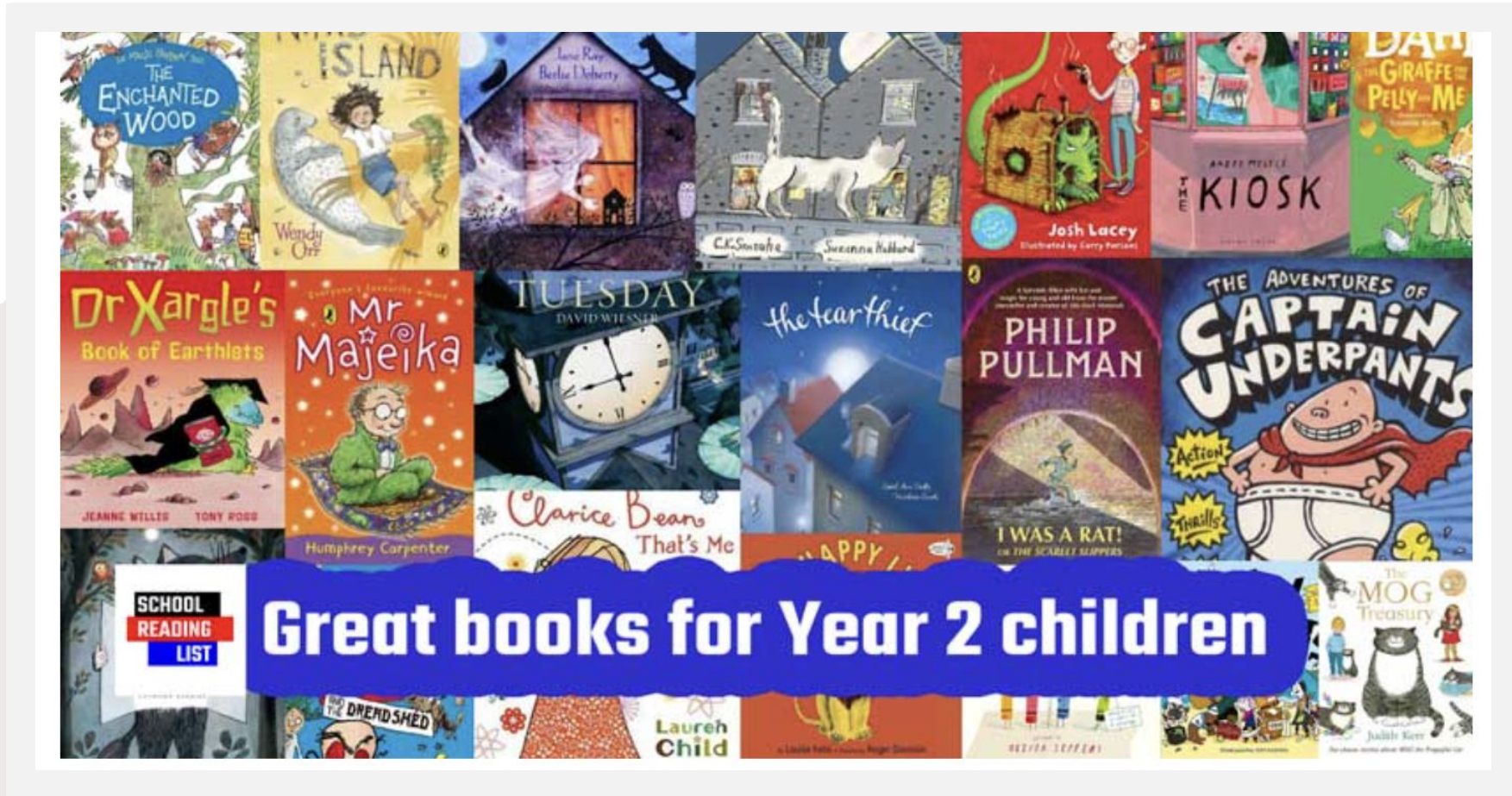


Content Domain 2



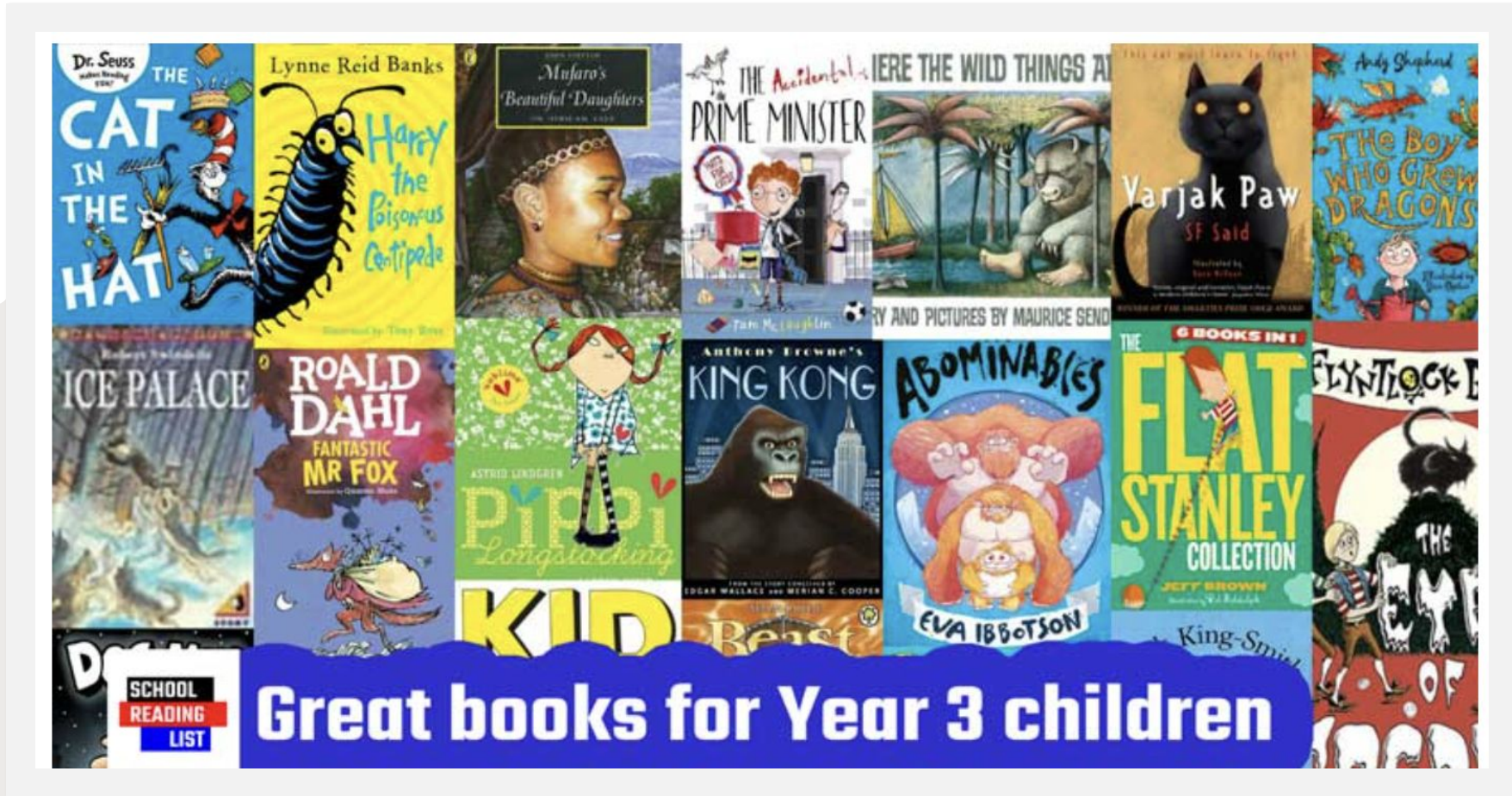
- **2g: Identify/explain how meaning is enhanced through choice of words and phrases.**
- Content domain 2g is all about recognizing why certain words or phrases have been used. To help your child practise this content domain, try asking these questions when they're next reading.

- How has the choice of words created a feeling of ____?
- Look for an example of a simile in the text. How does this add meaning?
- Look for an example of a metaphor in the text. How does this add meaning?
- Look for an example of personification in the text. How does this add meaning?
- How does the author show that the character/setting/atmosphere is ____?



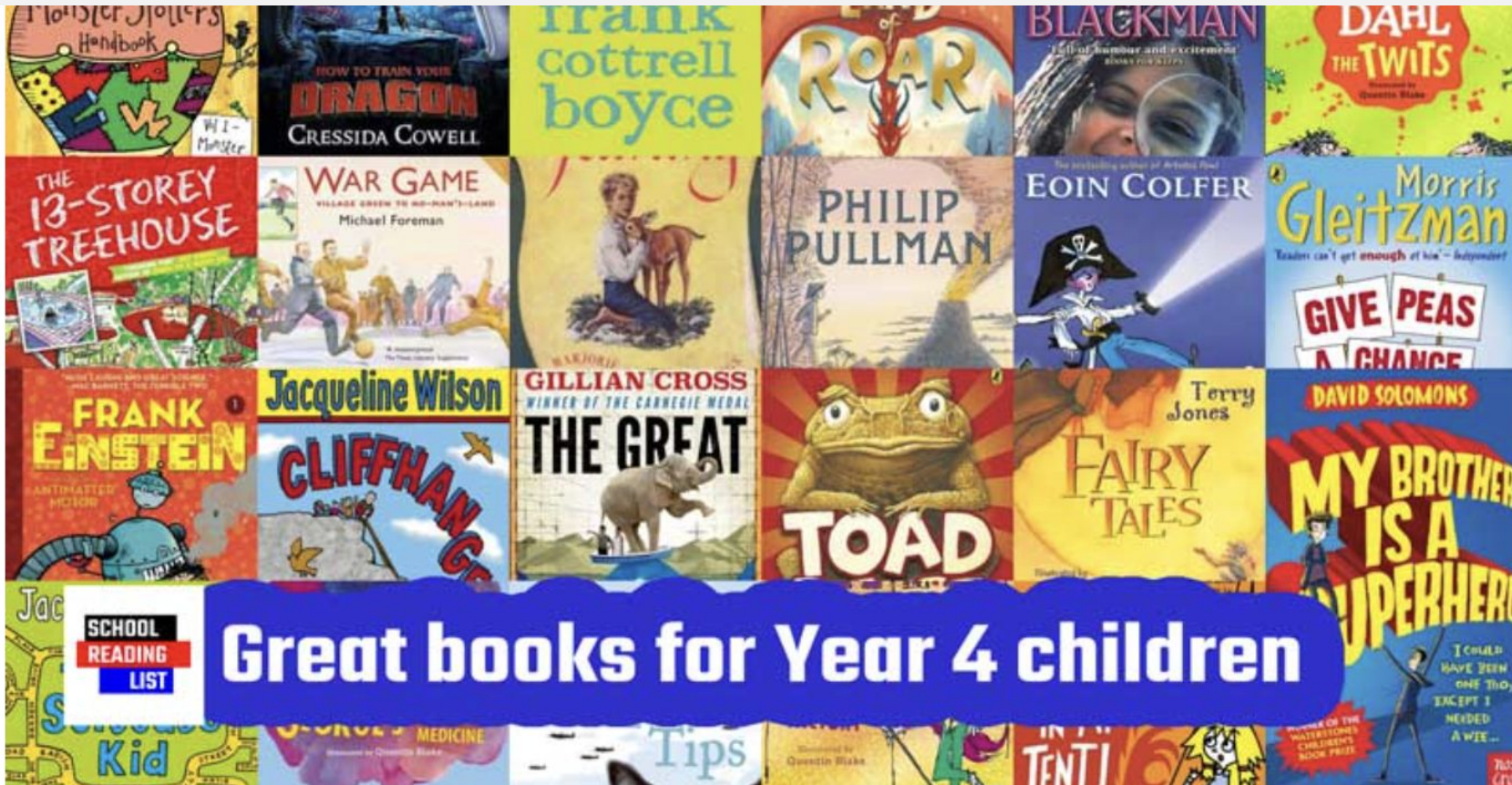
Suggested reads Year 2

<https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-pupils/year-2/>



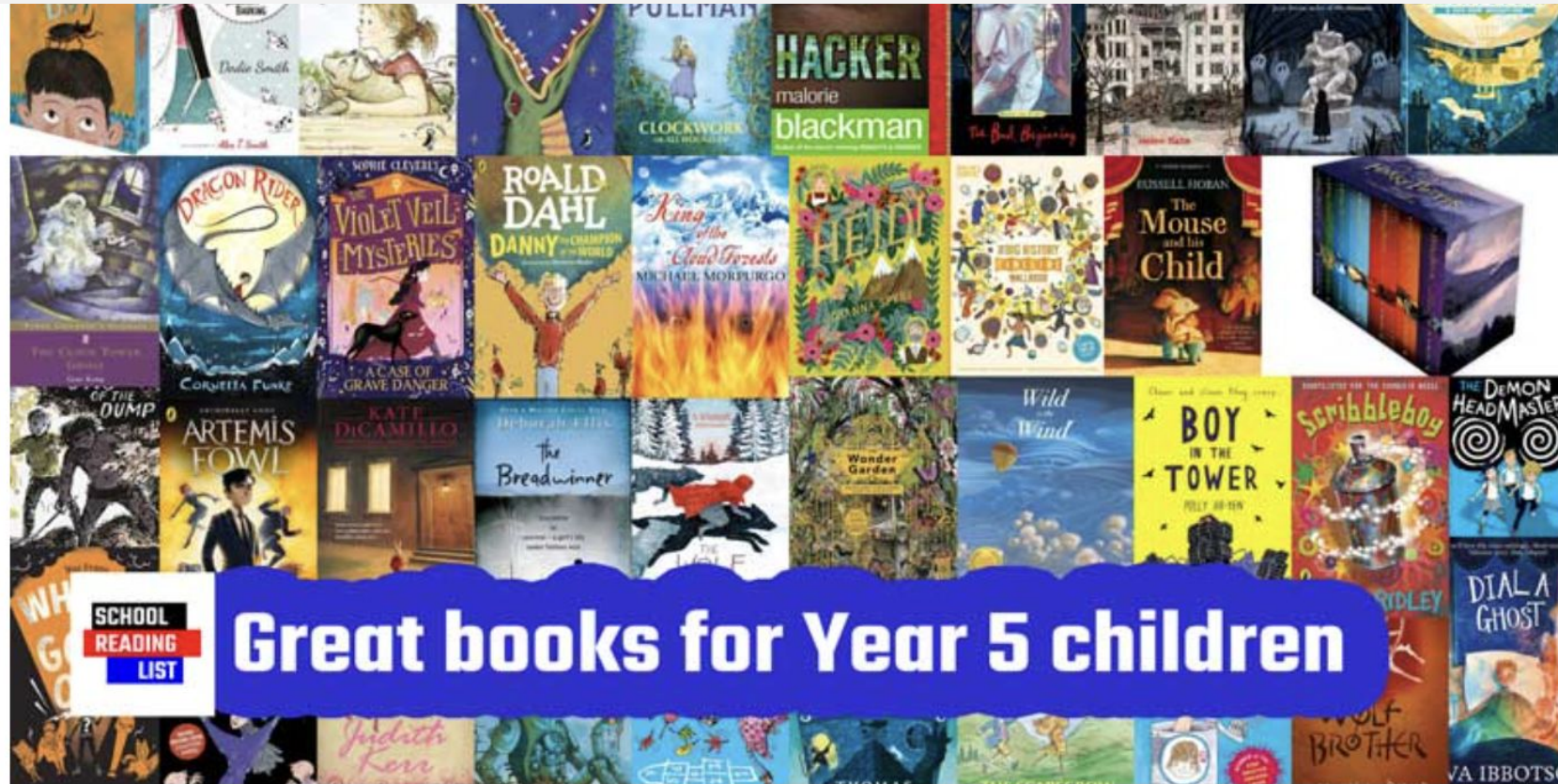
Suggested Reads

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/year-3/>



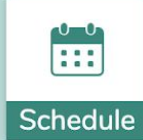
Suggested Reads

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/year-4/>



Suggested Reads

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/year-5/>



Search

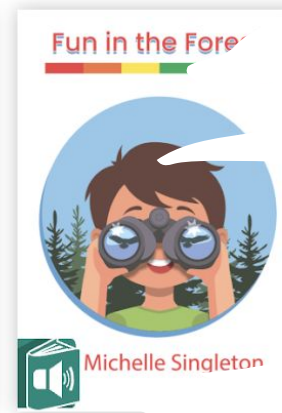
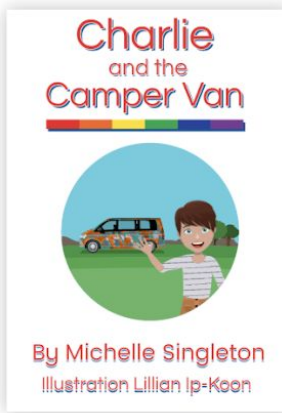


willow tree. But what do they find inside?
Fantasy

Read Now



★ Top picks



Serial Mash

- Remember to use Serial Mash to support with reading.





*"Books train your mind to
imagination to think big."
– Taylor Swift*

Recap!

- Read daily
- Write in your child's reading record at least 3 times per week.
- Share books together at a higher reading level.
- Read your child's home reading book.
- Build a positive mindset.
- Return your books in a good condition.
- Make reading fun!